

IMPARTING PEACE EDUCATION THROUGH CO-SCHOLASTIC ACTIVITIES AT THE SCHOOL LEVEL

Prof. Swarnalata Das

Deptt. Of Education, Gauhati University, Assam, India

Kalpana Kalita Das, Assistant Prof.

Birjhora Kany Mahavidyalaya, Assam, India

Abstract

Despite tremendous advances in science and technology in the twentieth century the present world is witnessing violence, wars terrorism and conflicts to a large extent. In the modern civilized world today, the material development has crossed all the boundaries but at the same time human miseries and pain has been as such that has been never before in the history of mankind. There is no doubt that the techno scientific development today has helped mankind to reach the apex of material development but at the same time human society has also become a victim of war, terrorism, weapons of mass destruction, population menace, environmental destruction, poverty, hunger, illiteracy, over politicization of civil society, globalization, moral decay of human being and consequent psycho physical diseases. Today, the world is shrinking to a global village on one hand and on the other hand there is a growing intolerance amongst the people. Violence of all form has become very common in all the societies of the world. There is a negative trend prevailing in the societies all over the world. Under such considerations peace education has become a necessity of the present time. Co- scholastic activities in the school should be used as a vehicle for imparting Peace Education to the students. At school the children shows great enthusiasm to participate in different co- scholastic activities. The school should take this opportunity and adopt some specific ways to inculcate peace in the minds of the students through different co- scholastic activities. This paper has undertaken two objectives:

1. To study the need of co-scholastic activities for imparting peace education in the school.
2. To study the role of co-scholastic activities in imparting peace education to the students.

Keywords: Co-scholastic Activities, School, Peace Education

Introduction

Despite tremendous advances in science and technology in the twentieth century the present world is witnessing violence, wars terrorism and conflicts to a large extent. In the modern civilized world today, the material development has crossed all the boundaries but at the same time human miseries and pain has been as such that has been never before in the history of mankind. There is no doubt that the techno scientific development today has helped mankind to reach the apex of material development but at the same time human society has also become a victim of war, terrorism, weapons of mass destruction, population menace, environmental destruction, poverty, hunger, illiteracy, over politicization of civil society, globalization, moral decay of human being and consequent psycho physical diseases. Today, the world is shrinking to a global village on one hand and on the other hand there is a growing intolerance amongst the people. Violence of all form has become very common in

all the societies of the world. There is a negative trend prevailing in the societies all over the world. This negative trend in the social environment has been manifested in the crime level, violence, drug abuse and behavioral problem of children in schools and colleges. The qualities of tolerance, trust, empathy, co-operation solidarity is found to be lacking amongst children today. Therefore, the school should take the responsibility of nurturing these qualities in the students and Peace Education is an ideal means for this. Peace Education should be imparted in every educational institution through different scholastic and co-scholastic activities. Every educational institution provides opportunities to the students to participate in different co scholastic activities. Therefore these co-scholastic activities should be used as the vehicle for developing these values in the minds of the students so that they can be nurtured into peace loving people.

Meaning of peace:

Peace is a global concept and every individual has to be filled with peace for both physical and mental health. It is also a value to be cherished from birth till death. The dictionary meaning of peace is “A State of Quiet, Freedom from Contention, Ease of Mind or Conscience, Tranquillity, Quiet, Stillness and Silence”. The meaning is quite comprehensive and each of the individual meanings given deserves detailed discussion and explanation. Peace does not mean an absence of war or conflict alone. It has something to do with the mind and attitude of people. In the deepest sense, peace is a sense of goodwill towards others, wishing them the best in life. There is love and concern for others, not only as human beings, but as brothers and sisters whose happiness and welfare directly affects a person. Thus, peace is a dynamic concept because it is related to human beings who have recurrent needs, which are contextual, full of variety and urgency. Democracy, freedom, and equality for all are not enough social justice and inequalities have to be understood and attended to. Human rights and responsibilities need to be respected. In a peaceful society, people would work together to resolve conflicts, develop morally, treat each other with justice, satisfy the basic needs and respect each other. In essence, people would live in unity.

Meaning of Peace Education:

Peace education is a broader discipline and has been defined in many ways. There is no universally accepted definition as such. Generally, peace education aims at teaching individuals the information, attitude, values and behavioural competencies needed to resolve conflicts without violence and to build and maintain mutually beneficial, harmonious relationships. UNICEF has defined peace education as “the process of promoting the knowledge, skills, attitude and values needed to bring about behavior changes that will enable children, youth and adults to prevent conflicts and violence, both overt and structural; to resolve conflicts peacefully; and to create the conditions conducive to peace, whether at an intra personal, inter personal, inter group, national or international level”.

Hague Appeal for Peace (2005) defines Peace Education as a “Participatory Holistic process that includes teaching forand about democracy and human rights, non-violence, social and economic justice, gender equality, environmental sustainability, disarmament, traditional peace practices, international law and human security.

According to John Dewey (1938) “peace education is grounded in active citizenship, preparing learners for aucidious participation in a democracy through problem posing and problem solving education, and a commitment to transformative action in our society.”

The basic concepts embedded in the above definitions are that Peace Education is a remedial measure to protect children from falling into the ways of violence in society. Learning for peace really deals with learning the skills, attitudes and values in order to ceate and sustain peace. Furthermore, peace education helps to deal with conflicts without the recourse of violence, learning to think creatively and learning to apply the methods of active non-violence. It also reveals that peace education aims at the total development of the child

and inculcate higher human and social values in the minds of the child. In essence, it attempts to develop a set of behavioural skills necessary for peaceful living and peacebuilding from which the whole of humanity will be benefited.

Need and significance:

In the present society, children are exposed to a vast amount of violence, both in the media and in their own lives. It has been said that on television alone, children will see over 8,000 murders and 10,000 other acts of violence by the time they finish school. Violence has become very common for children today. Today, children are used to different violent acts that take place in the society and their day to day life. The state of disorder and confusion in the society has affected the children and adolescents very badly. Under such considerations peace education has become a necessity of the present time. Hope, wisdom, creativity, courage responsibility, future mindedness spirituality and perseverance must be developed in the minds of the children in order to develop positive attitude amongst them. Positive traits of the individual are very important to develop peace of mind. For this students have to be nurtured in qualities of tolerance, trust, co-operation and solidarity. Knowledge insight and skills should be directed towards development of empathy towards children. School experiences should gear the children towards shaping of a democratic attitude and readiness for regular co-operation. Mahatma Gandhi always said, "If we have to preach real peace in this world and carry on real war against war, we shall have to begin with children." Therefore, children should be imparted peace education right from their formative years in order to foster peace in their minds. Co- scholastic activities in the school should be used as a vehicle for imparting Peace Education to the students. At school the children shows great enthusiasm to participate in different co- scholastic activities. The school should take this opportunity and adopt some specific ways to inculcate peace in the minds of the students through different co- scholastic activities.

Objectives:

3. To study the need of co-scholastic activities for imparting peace education in the school.
4. To study the role of co-scholastic activities in imparting peace education to the students.

Assumptions:

1. It is assumed that co- scholastic activities are needed to impart peace education in the school.
2. It is assumed that co-scholastic activities play a great role in imparting peace education to the students.

Methodology:

In the present study descriptive survey method has been adopted.

Sample:

Simple Random Sampling method was followed for collecting the sample for the study. Altogether 150 students were taken as the sample for the study.

Tools:

A self structured questionnaire was used as the main tool for the study. Apart from this the investigator also used observation as a tool for gathering additional information.

Statistical Analysis:

Both qualitative and quantitative technique have been used for analysing the data.

Need of co-scholastic activities for imparting peace education to the students:

Co scholastic activities are those which supplements the scholastic activities inside the school campus. These are the very important part and parcel of educational institutions to develop the students' personality as well as to strengthen the classroom learning. Earlier the co scholastic activities were named as extracurricular activities as they were considered to be

outside the curricular activities. These activities were also not given due importance. But today, psychologists and educationists have regarded these activities as essential for the total development of a child. Thus, the co-scholastic activities today have become equally important as the scholastic activities.

Co-scholastic activities are very necessary to develop different peace values in the minds of the students. At present violence of all form has engulfed the societies all over the world. In such a situation, the need for promoting peace and strengthening the values of tolerance and non-violence have become a pre-requisite of all the societies. Different peace values such as spirituality, love and compassion, nonviolence, empathy, tolerance, nationalism etc. should be developed in the minds of the students in order to develop them as peace loving people. Co-scholastic activities are also important in order to teach children how to handle confronting and difficult situations, handle conflicts, to stand up and make their contribution in public, to find and develop creative solutions, to work with others cooperatively, to resolve interpersonal and social issues, and to teach them to develop right kind of attitude. Co-scholastic activities are also necessary to help the students develop required communication skills necessary to build bridges between opposing points of view and to negotiate issues. Keeping this in mind every school should give due importance to the co-scholastic activities and should provide proper facilities to the students in order to broaden and enrich their experiences. Peace Education programmes should find their way into the co-scholastic activities which may start in a variety of ways such as Morning Assembly, Games and sports, Yoga and Meditation, Debate, music and dance, art and painting etc.

Morning Assembly: Morning assembly of the school can be an ideal means of imparting peace education to the students. Morning Assembly is held in every school before starting the classes. It should include various activities which can cultivate peace values among students. Each assembly should start with a prayer followed by different other activities such as thought for the day, speech, stories of great people, songs, and dance etc. Through this activity social interaction, leadership, healthy recreation, self discipline and self confidence of the students can be enhanced. Activities in the morning assembly should be designed to educate students about current peace related issues and to encourage and organize appropriate action in response to these issues through conscious raising endeavors.

Games and Sports: Games and Sports are important co-scholastic activities for promoting peace. It should be compulsory for all the students in the school. Games and Sports can help in the all round development of the students. It also contributes to the building of character and teach the students how to break down the barriers of hatred and distrust. It also helps in developing international understanding and international brotherhood. Moreover games and sports would also foster the spirit of co-operation and provide the opportunity of sharing and caring behavior. Thus, involving students in games and sports can help to develop the students into young ambassadors promoting the values of peace.

Yoga and Meditation: Yoga and Meditation is an important way of developing peace in the minds of the students. It can release tension and anxiety from the minds of the students. This activity also helps the students to control ones emotions and removes the negative emotions. In the present society the students are stressed and overburdened with loads of academic as well as nonacademic activities. Everyone is rushing towards a blind competition of getting better marks and grades. This develops frustrations and depressions among the students. In such a situation Yoga and Meditation can help them to a great extent in attaining peace of mind. Therefore every school should have the facilities of yoga and meditation so that students can learn the skill of attaining peace.

Debate: Debate is an important medium through which students can research on both side of an issue and can develop their critical thinking power in a powerful way. Through debate students can discuss controversial issues in a safe environment. The school should

hold debate competitions where different peace related issues can be taken up. This can help the students to develop awareness and attitude towards peace. Debate can also help in promoting the values of freedom of speech, individuality, tolerance of diversity, compromise and conscientious objection. But while holding the debates the teachers should be very careful. It should be structured in such a way that helps the students to assume the role of the citizen that chooses, makes decisions, take positions, argues positions and respects the opinions of others.

Literary activities: Different literary activities such as poem writing, essay writing, writing articles and stories, recitation etc. can help in imparting peace education to a great extent. Students in the school should be given opportunity to write essays, stories, and poems etc. on different peace related issues. This can help in spreading the message of peace not only to the students but also to the masses of the society. It not only gives the students opportunity to express their views and opinions freely but also develops their creative ability, ability of abstract thinking, imaginative power and their self confidence.

Music: Music can play a great role in imparting peace education to the students. Students should be taught to make music a part of their day to day life. Music can cultivate different peace values in the minds of the students through different songs. Patriotic songs can develop a feeling of nationalism in their minds. Further music also helps the students to develop appreciation towards other's culture. Students can also learn to resolve conflicts peacefully through music. It can also develop a group feeling, a feeling of belongingness and a feeling of being connected to the rest of the world. Therefore, the school should make special effort to include music as a co-scholastic activity so that the concepts of beauty, creativity, rhythm and harmony can be skillfully woven.

Dance and drama: Dance and drama can be two important means of inculcating peace values amongst students. Every school should provide their students the opportunity to participate in Dance and Drama. It contributes in developing the self-confidence of the students. Further it also help in developing persistence, social tolerance and appreciation of other cultural values. It can also help the students to develop understanding of one's own culture. Different peace related issues can be very well presented in the form of dance and drama which will help the students to learn and acquire the knowledge of attaining peace. Organizing different forms of Dance and Drama in schools will strengthen inter-religious and inter-cultural co-operation amongst students with a view that they must respect the diversity of views and follow the path of righteousness and humanism.

Art and craft: Through art and craft the creativity of the students can be developed. It is an excellent way of expressing and communicating feelings that one may not be able to do in other ways. It helps in relaxation of mind by removing all kinds of tension and anxiety. The school should have a regular art and craft class where students can be asked to do different kinds of art on peace related themes. It helps in developing their creative power as well as develops patience and tolerance in the minds of the students. It also help in developing their aesthetic sense through which they learn to appreciate the beauty of this world.

Role of co-scholastic activities in imparting peace education

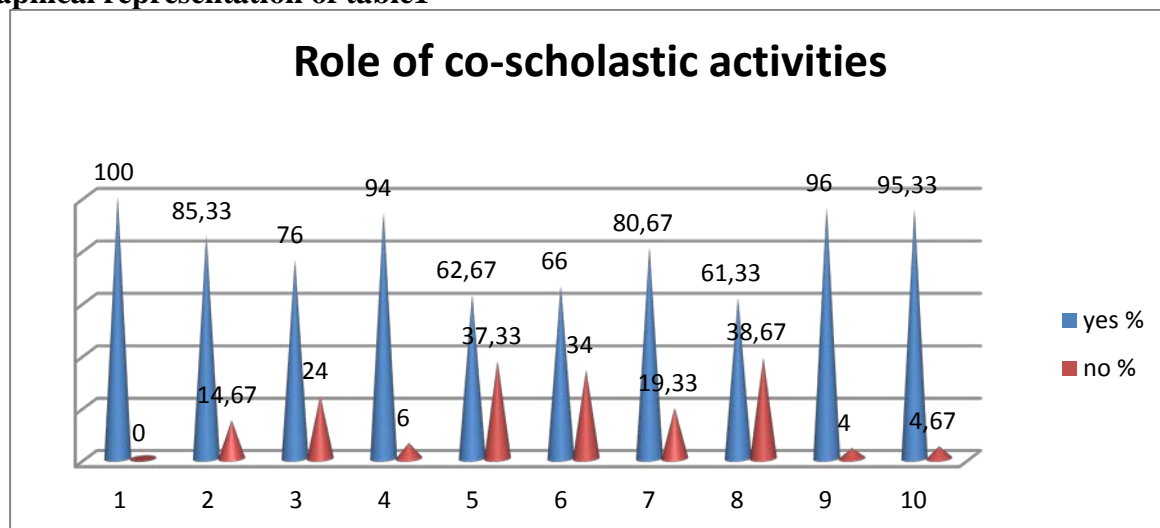
Co-scholastic activities play an important role in imparting peace education. It is an important vehicle of developing different peace values in the minds of the students. Peace Education cannot be imparted only through the scholastic activities inside the classroom. Co-scholastic activities should supplement the scholastic activities for all round development of the students.

In order to find out the role of co-scholastic activities in imparting peace education the investigator collected data from the students through a questionnaire. The data is analysed and interpreted in the following table.

Table 1 Role of Different Co- Scholastic Activities for imparting peace

Sl no	Items	Responses		% of Responses	
		Count Yes	Count No	Yes	No
1	Development of a peaceful mind through different activities in the morning assembly.	150	nil	100%	Nil
2	Helping to remove hatred and Spread peace through games and sports	128	22	85.33%	14.67%
3	Development of values and morals through literary activities.	114	36	76%	24%
4	Relaxation of mind through music	141	09	94%	6%
5	Imparting peace education through extempore speech and debate	94	56	62.67%	37.33%
6	Imparting peace through Yoga and Meditation	99	51	66%	34%
7	Imparting peace education through Art and Painting	121	29	80.67%	19.33%
8	Development of Nationalism by celebrating Independence Day and Republic Day	92	58	61.33%	38.67%
9	Development of a feeling of co-operation through group play	144	06	96%	4%
10	Understanding relationship of peace and environment through environmental awareness programme	143	07	95.33%	4.67%

Observation: Data presented in the table 3 reveals that all the aspects of peace education through co-scholastic activities have received high positive responses. The highest positive response is received in the aspect of development of peaceful mind through the activities in the morning assembly (100%). The responses regarding other aspects are Helping to remove hatred and Spread peace through games and sports 85.33%, Development of values and morals through literary activities 76%, Relaxation of mind through music 94%, Imparting peace education through extempore speech and debate 62.67%, Imparting peace through Yoga and Meditation 66%, Imparting peace education through art and painting 80.67% Development of nationalism by celebrating Independence day and Republic day 61.33%, Development of a feeling of co-operation through group play 96% and understanding relationship of peace and environment through environmental awareness programme 95.33%.

Graphical representation of table1**Findings**

1. Co-scholastic activities are found to be playing a major role in imparting peace education amongst students.
2. Morning Assembly of the school is found to be playing one of the major role in developing a peaceful mind as well as a peaceful environment
3. Another important finding is that games and sports are important instrument of removing hatred from the minds of people. It is also found to be spreading the message of peace amongst people.
4. The study also revealed that different literary activities help in the development of values and morals among students.
5. Music is found to be helping students in relaxation of mind and thereby developing peace amongst students.
6. Another noticeable finding is that different environmental awareness programme helps the students in understanding the relation between peace and environment and thus is found to be imparting peace education amongst students.
7. It has been found that different co-scholastic activities such as extempore speech, debate, yoga, meditation, art and painting play important role in imparting peace education amongst students.
8. The study also found that celebration of Independence Day and Republic Day develops a feeling of nationalism in the minds of the students.
9. Celebration of teacher's day is found to be developing a sense of appreciation and respect for the teachers and celebration of children's day is found to be developing a sense of belongingness amongst students.

Conclusion

Co-scholastic activities should be given an equal footing as the scholastic activities in the school. It should never be treated as extra -curricular activities. These activities can provide opportunities for students to work in teams, to exercise leadership, and to take the initiative themselves. In today's uncertain and unrest world co- scholastic activities can give students a wide range of experiences which can prepare them for a better and peaceful future. The need for promoting peace and strengthening the values of tolerance and nonviolence is the pre-requisite of the present world. Keeping this in mind, schools should recognize the need of providing co-scholastic activities to the students. In response to a world that seems to

be growing increasingly violent, peace education should find their way into the co-scholastic activities which may start in a variety of different programmes. The present study also finds that co-scholastic activities play an important role in imparting peace education to the students and thus it should always be given due importance in every school.

References:

- Bajaj, M. (ed) (2008) Encyclopedia of Peace Education, Charlotte, North Carolina, Information Age Publishing, Inc.
- Barman P., & Goswami,T., (2009)Document On Peace Education, Akansha Publishing House,New Delhi
- Best, J.W. & Kahn, J. (2006) Research in Education: New Delhi: Prentice Hall of India Pvt. Ltd.
- Chakrabarty, M.(1997) ,Value Education:Changing Perspectives, Kanishka Publishers Distributers, New Delhi.
- Charles, K. &Selvi A (2012) Peace and Value education, Neelkamal Publication Pvt. Ltd., Hyderabad.
- Galtung, J. (1996) peace by peaceful means, Peace and conflict,development and civilization, sage publication, London
- Harris, Ian M.(1998) Peace Education, Jefferson, North Carolina, Mc Farland & co.
- Mishra.,L.(2009) Encyclopedia of peace education, vol.1, APH Publishing corporation, Ansari road, Driyaganj, New Delhi.
- Fountain,S.(1999) education for peace in UNICEF, Working paper education section, Programme division, UNICEF